

AN INVESTIGATION OF CLASSROOM INTERVENTION:
PLOT AS A PRE-WRITING STRATEGY ON THE
NARRATIVE WRITING OF ESL STUDENTS

GAN SHIAU CHIN

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**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
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**FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2012

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ORIGINAL LITERARY WORK DECLARATION

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Title of ~~Project Paper/Research Report/Dissertation/Thesis~~ (“this Work”):

An Investigation of Classroom Intervention: Plot as a Pre-Writing Strategy on the Narrative Writing of ESL Students.

Field of Study: **Second Language Acquisition**

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ABSTRACT

Out of the four language skills, writing skills is said to be one of the harder skills for ESL students to master (Naginder Kaur, Nor Hayati Othman, & Abdullah, 2008; Sabariah Md. Rashid & Chan, 2008). Although writing is part of the major component being tested in the SPM English examination, yet many students with low level of English proficiency scores poorly for this component. One of the factors which lead to their poor performance in writing test is the lack of knowledge in pre-writing strategies. Pre-writing refers to the first stage of the writing processes, whereby one will spend some time to plan before attempting to produce a piece of writing. This study has incorporated the use of plot as a pre-writing strategy in instructing the students' timed writing, specifically in the production of narrative essays. The research aims to investigate how pre-writing strategies affect the low and intermediate level of English proficiency students' timed writing in terms of (i) essay scores, (ii) length, (iii) content and (iv) organisation. The mix-method approach was employed and the data was obtained via pre-test, post-test and interview sessions. The findings from the study revealed that the pre-writing strategy used has aided both groups of participants' timed-writing in the four focused areas of this study, especially in terms of essay length. In lieu of the findings, it is crucial for main stakeholders such as the curriculum designers, test designers and teachers to attempt to use the process approach when it comes to the teaching of writing. When the students are aware of the process of writing, their writing skills will be enhanced, which translate to better writing scores during examinations.

ABSTRAK

Daripada keempat-empat kemahiran bahasa, kemahiran menulis boleh dikatakan sebagai salah satu kemahiran yang lebih sukar dikuasai oleh pelajar yang menggunakan Bahasa Inggeris sebagai bahasa kedua. Walaupun kemahiran menulis adalah sebahagian daripada komponen utama yang diuji dalam peperiksaan SPM Bahasa Inggeris, namun ramai pelajar yang lemah dalam Bahasa Inggeris mendapat skor yang rendah dalam komponen ini. Salah satu faktor yang menyebabkan prestasi yang lemah dalam ujian bertulis ialah kerana kekurangan pengetahuan dalam strategi sebelum menulis. Strategi sebelum menulis ialah peringkat pertama dalam proses menulis iaitu seseorang akan meluangkan sedikit masa untuk merancang sebelum cuba untuk menghasilkan sebuah karya penulisan. Kajian ini telah menggabungkan penggunaan plot sebagai satu strategi sebelum menulis untuk membimbing pelajar dalam ujian bertulis, khususnya dalam penghasilan karangan naratif. Penyelidikan ini bertujuan untuk menyiasat sejauh mana strategi sebelum menulis memberi kesan dalam ujian bertulis bagi pelajar yang mempunyai tahap rendah dan sederhana dalam Bahasa Inggeris dari segi (i) penskoran esei, (ii) kepanjangan, (iii) kandungan dan (iv) organisasi esei. Pendekatan kaedah campuran telah digunakan dan data yang diperolehi adalah menerusi pra-ujian, paska-ujian dan sesi temu duga. Dapatan daripada kajian menunjukkan bahawa strategi sebelum menulis telah membantu dalam kedua-dua kumpulan peserta dalam keempat-empat fokus kajian ini, terutama dari segi kepanjangan esei. Hasil kajian ini didapati penting bagi pihak yang memainkan peranan utama seperti penggubal kurikulum, penggubal ujian dan guru untuk mencuba menggunakan pendekatan proses dalam pengajaran penulisan. Apabila pelajar lebih peka terhadap proses menulis, kemahiran menulis mereka akan dipertingkatkan dan mendapat penskoran yang lebih baik dalam ujian bertulis.

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TABLE OF CONTENTS

CONTENT	PAGE
ORIGINAL LITERARY WORK DECLARATION	ii
ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
1.0 INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Study	2
1.3 Statement of Problem	4
1.4 Significance	6
1.5 Pre-writing Strategy for Narrative Essay	7
1.6 Objective of the Study	9
1.7 Scope and Limitation	10
1.8 Conclusion	11

CONTENT	PAGE
2.0 LITERATURE REVIEW	12
2.1 Introduction	12
2.2 Second Language Writing	13
2.3 Mode of Discourse	16
2.4 Writing Processes	20
2.4.1 Cognitive Process Theory	20
a. Planning	22
b. Translating	23
c. Reviewing	24
d. Monitor	24
2.4.2 Past Studies: Writing Processes	25
2.5 Pre-writing	27
2.6 Plot	30
2.7 Conclusion	32
3.0 METHODOLOGY	33
3.1 Introduction	33
3.2 Research Design	33
3.3 Description of Subjects	34

CONTENT	PAGE
3.4 Data Collection	37
3.4.1 Continuous Writing	38
3.4.2 Interview with Participants	43
3.5 Procedure	43
3.5.1 Treatment	45
3.5.2 Stage 1 (Session 1 and 2)	46
3.5.3 Stage 2 (Session 3 and 4)	47
3.5.4 Stage 3 (Session 5 and 6)	47
3.6 Data Analysis	48
3.6.1 Pre-Test/ Post-Test: Scores	49
3.6.2 Pre-Test/ Post-Test: Essay Length	50
3.6.3 Pre-Test/ Post-Test: Content	51
3.6.4 Pre-Test/ Post-Test: Organisation	52
3.6.5 Interrater Reliability	53
3.6.6 Data Transcript on Interviews	55
3.6.7. Coding	56
3.6.8. Intercoder Reliability	58
3.6.9. Triangulation	59
3.7 Conclusion	60

CONTENT	PAGE
4.0 FINDINGS AND DISCUSSIONS	61
4.1 Introduction	61
4.2 Writing Scores	61
4.3 Essay Length	66
4.4 Writing Dimension (Content)	71
4.5 Writing Dimension (Organisation)	75
4.6 Interview	79
4.6.1. Essay Length	80
a. Depends Highly on Content	81
b. Planning Prior to Writing	82
c. No Difference	83
4.6.2. Writing Dimension (Content)	84
a. Generate Ideas and Details	85
b. Better Awareness	87
c. Planning is More Flexible	88
d. Facilitation of Writing Stage	89
e. More Focused	90

CONTENT	PAGE
4.6.3. Writing Dimension (Organisation)	92
a. Plan and Organise Simultaneously	92
b. Arrangement of Ideas	94
c. More Awareness	95
d. Better Flow of Ideas	96
e. Facilitation of Writing Stage	97
4.7 Conclusion	98
5.0 CONCLUSION	100
5.1 Introduction	100
5.2 Summary of Findings	100
5.3 Implications of This Study	103
5.3.1 Pedagogical Implications	104
a. Better Performance in Timed-writing	104
b. Aids the Teaching of Writing for Weaker Students	105
c. Planning Improves Timed-writing	106
5.4 Recommendations for Future Research	107
5.4.1 Sample	107
5.4.2 Planning Strategies Various Modes of Discourse	108
5.4.3 Other Writing Process and Dimensions	109
5.5 Closure	109
REFERENCES	111

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
2.1	A Cognitive Process Model	21
2.2	Freytag's Triangle (Plot)	31
3.1	Research Design	44
3.2	Freytag's Triangle (Plot)	46
4.1	Themes for Essay Length	80
4.2	Themes for Content	85
4.3	Themes for Organisation	92
5.1	Summary of Findings	101

LIST OF TABLES

TABLE NO.	TITLE	PAGE
1.1	English 1119 Paper	3
3.1	English 1119 Paper	36
3.2	Demographic Information of Participants with Low Level of English Proficiency	36
3.3	Demographic Information of Participants with Intermediate Level of English proficiency	37
3.4	Data Analysis	48
3.5	Scoring Rubric for Essay Length	51
4.1	Results of Writing Scores	62
4.2	Low Level of English Proficiency (Writing Scores)	63
4.3	Intermediate Level of English Proficiency (Writing Scores)	64
4.4	Results of Essay Length	67
4.5	Low Level of English Proficiency (Essay Length)	68
4.6	Intermediate Level of English Proficiency (Essay Length)	70
4.7	Results of Content	72
4.8	Low Level of English Proficiency (Content)	73
4.9	Intermediate Level of English Proficiency (Content)	74
4.10	Results of Organisation	76
4.11	Low Level of English Proficiency (Organisation)	76
4.12	Intermediate Level of English Proficiency (Organisation)	78

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A	Plot	115
B	Pre-Test	116
C	Post-Test	117
D	Holistic Scoring Scale	118
E	Scoring Scale for Writing Dimensions (Content, Organisation) and Length	119
F	Interview Questions	120
G	Samples of Pre and Post-Tests	122